

ber of suggestions to help him in his study. Among the things she mentions are: Use the dictionary. Keep a special notebook for vocabulary study. Find someone to study with you, and make a game of your work wherever you can. Avoid self-consciousness. Read good books, especially the informal essay and modern drama for help in improving conversational English.

Mrs. Bacon recommends five books, including a grammar, all of them simple and easy to follow. These together with the introductory essay point the way to the correct use of English for conversation and writing, to the enlargement of the vocabulary, and to a wider understanding and appreciation of the spoken and written language of other people.

Good English is the most recent of the Reading with a Purpose series. These reading courses, covering a wide range of subjects and written by persons of authority, are available at most libraries. They may be borrowed along with the books recommended in each course.

HEALTH SERVICE INCREASING IN VIRGINIA

Counties in Virginia conducting rural health service under the direction of a whole-time health officer increased from 6 in 1920 to 15 counties in 1928. In 10 counties a sanitation officer is employed, according to recent study of rural health problems in Virginia made by a graduate student at the University of Virginia. In 14 counties rural health service is in charge of a sanitation officer and a nurse; in 11 counties a public health nurse heads the work. In all, 50 of the 100 counties in Virginia maintain some form of public health service. The Virginia State Board of Health provides 50 per cent of the funds required to establish in counties whole-time medical health units up to a budget of \$10,000. A donation from the Rockefeller Foundation, equal to one-half of the State grant, further

supplements the amount available to counties for work of this character. For less complete forms of health service State aid is given according to the extent of the work undertaken.—*School Life*.

THE READING TABLE DICTIONARIES FOR DELIGHT

A DICTIONARY OF MODERN ENGLISH USAGE. By H. W. Fowler. New York: Oxford University Press, American Branch. 1927. Pp. 742. \$3.00.

A COMPREHENSIVE GUIDE TO GOOD ENGLISH. By George Phillip Krapp. Chicago: Rand McNally Company. 1927. Pp. 688. \$3.00.

These two rather similar books represent the sanest authorities in British and American usage. Mr. Fowler, widely known as co-author with his brother of *THE KING'S ENGLISH*, *THE CONCISE ENGLISH DICTIONARY*, and *THE POCKET ENGLISH DICTIONARY*, has here provided what must long remain the most charming, the most gracious, the most urbane, and the most readable of dictionaries. Professor Krapp, recognized as one of the soundest of American authorities in language, has produced a handbook less ambitious, perhaps, in its purposes but more practical for use in America.

MODERN ENGLISH USAGE is a constant delight to its readers; its flashes of wit are a unique touch in dictionary making. Under the word *pronunciation*, for instance, one reads: "The ambition to do better than our neighbors is in many departments of life a virtue; in pronunciation it is a vice; there the only right ambition is to do as our neighbors."

Speaking of writers who wish to safeguard their dignity and yet be vivacious, Fowler comments: "Surprise a person of the class that is supposed to keep servants cleaning his own boots, and either he will go on with the job while he talks to you, as if it were the most natural thing in the world, or else he will explain that the boot-boy or scullerymaid is ill and give you to understand that he is, despite appearances, superior to boot-cleaning. If he takes the

second course, you conclude that he is not superior to it; if the first, that perhaps he is."

There are apt characterizations. Writing of agreement in number, the author applies the word "red-herrings" to that situation where following a singular subject a plural noun attached to an *of* or the like, happens to close the trail and draws the writer off the scent. The humor that comes from using big words he titles "polysyllabic humor." The custom of seeking unusual words, of saying *momently* for *instantly* or *namepart* for *title role* or *mentality* for *mind*, is satirized under the term "novelty hunting." One who applies a rule willy-nilly is called a "whole-hogger."

Perhaps the American reader may be surprised to find this comment under *eat*: "The past is spelt *ate*, rarely *eat* and pronounced *et* to rime with *met*, wrongly *ât* to rime with *mate*." This current British usage is not observed in America, however, and it is the necessity of keeping an eye out for just such divergences in usage that will make the American reader wary.

A comparison of MODERN ENGLISH USAGE with the COMPREHENSIVE GUIDE shows characteristically in the case of the word *nice*, which Fowler calls a "vogue-word," Krapp a "counter-word." "*Nice*," says Fowler, "has been spoilt like *clever* by its bonnes fortunes; it has been too great a favorite with the ladies who have charmed out of it all its individuality and converted it into a mere diffuser of vague and mild agreeableness. Everyone who uses it in its more proper senses which fill most of the space given to it in any dictionary, and avoids the modern one that tends to oust them all, does a real if small service to the language." Professor Krapp's greater liberality admits both the literary use, as in "a nice distinction," and also the colloquial use, as in "a nice day" or "a nice dress." "The word is not to be rejected in the sense of *fine*, *dainty*, *pretty*, *agreeable*," says Krapp, "since they are established in use and since

the language must have words like this for the colloquial purposes of everyday English."

"It is more than doubtful," he goes on, "if the use of these generalized terms is a sign of an impoverished vocabulary, as it is often said to be, or is characteristic of the speech only of persons who are incapable of appreciating fine shades of meaning There are many situations in life when it is not necessary to tell anything precisely, when indeed the social situation would be very inadequately met if one did say something precise That these uses (*nice*, *fine*, *great*; *awful*, *terrible*, etc.) remain on the level of colloquial discourse and do not often pass over into literary use is no condemnation of them"

The American authority, it is apparent, attaches much importance to the idea of appropriateness, and does not blink the fact that words shift from one level of usage to another. For instance, of the noun *stunt* he says: "Colloquial and slang for a *part* or *turn in an entertainment*. The word is now so generally used that it seems not improbable that it will pass from slang into standard speech."

Of the verb *broadcast* one learns: "Through *broadcasted* must for the present be characterized as low colloquial, and though it does violence to tradition as established in the simple verb *to cast*, with a present, a past tense, and a past participle all alike, nevertheless it is altogether probable that *broadcasted* will make its way in time into good general use."

So fascinating an approach to matters of usage as these two books offer is troublesome in that one never knows when to put the book down—not even the reviewer!

CONRAD T. LOGAN

GOOD READING SERIES

GOOD READING SERIES. *Books I, II, and III* by John M. Manly and Sarah E. Griswold. *Books IV, V, and VI* by John M. Manly, Edith Rickert, and Nina Leubrie. New York: Chas. Scrib-

ner's Sons. 1926. *Primer*, 68 cents; *First Reader*, 68 cents; *Second*, 76 cents; *Third*, 80 cents; *Fourth*, 88 cents; *Fifth*, 90 cents; *Sixth*, 96 cents.

This series is unusual in that each book appeals to the children of the appropriate elementary grades through wholesome, interesting subject matter. In the primer and the first reader the same characters are kept throughout the book; thus a story thread connects all lessons. This gives continuity to the context and holds good interest for all beginners in reading.

In all the readers the stories are based not primarily on the folk tales as found in so many other series, but on various vital topics. These topics range as follows; nature study, activities of the home and community, historical, geographical, and scientific studies. They do contain a few unusual folk tales, fables, and good selections of poems. Not only are the stories well selected from the best in the literary field—therefore valuable in themselves, but they lead also to further literary reading. Stories from the Arabian Nights and letters from great men like Roosevelt make a child in the grammar grades eager to read similar works.

Not only is the subject matter wisely chosen, but much attention is given to vocabulary development. Most of the words used in the primer and first reader are found in the Thorndike Word Book or are among those used by children in everyday life.

The mechanics of these books is also carefully worked out according to the best scientific methods of the day. A child is aided especially in the primary grades to form the best eye habits. The paper is excellent, the type clear, and the lines in the beginning books are short and regular in length.

The illustrations have been worked out as carefully as the other details of the books. They are attractive, secure interest in the subject matter, and are simple in detail, making a strong appeal to children.

The authors in their introduction to the primer give as the educational aims of their material, aside from the great one of teaching children to read, the following:

1. To enrich the child's experience.
2. To increase his love of home and family life.
3. To stimulate his interest in social groups outside his own.
4. To develop observation and interest in nature.

Such aims could not help but develop a love for reading in the primary grades.

In giving the aims of their material to the reader of the Sixth Book the authors write:

1. To give enjoyment to your reading.
2. To take you to interesting places and introduce you to great persons.
3. To acquaint you with the best ways of reading so that you will learn to read rapidly and easily get the meaning carried by words.
4. To extend your reading to many good books to help you make them your friends and companions, true and helpful.
5. To teach you to think clearly, feel rightly, and love deeply the best things in life.

This is the mission of Good Reading. With these aims before him no child could help but gain interest in the written page and in forming higher ideals.

VIRGINIA BUCHANAN

MAY MAGAZINE ARTICLES

The ten outstanding magazine articles selected by the Franklin Square Council of Librarians from the May issues of magazines published in America are as follows:

THE DOCTOR'S KIT OF TOOLS—Michael W. Davis in *Survey Graphic*

CAN A RICH MAN BE CONVICTED?—Train versus Sinclair in *Forum*

LATIN AMERICA FALLS IN LINE—Genaro Arbaiza in *American Mercury*

THE TAMING OF TEXAS—Tom Finty, Jr.
in *Review of Reviews*

SHALL OUR FARMERS BECOME PEASANTS?—William E. Dodd in *Century Magazine*

DOES BUSINESS WANT SCHOLARS?—Walter S. Gifford in *Harper's Magazine*

THE IMPERIALISM OF THE DOLLAR—Gov. Ritchie in *Atlantic Monthly*

CHARLES E. HUGHES—Everett Colby in *Scribner's Magazine*

SPEED AND BUSINESS—S. L. Rothafel (Roxy) in *Magazine of Business*

GOING CANOEING?—Collin Snyder in *Field and Stream*

OTHER BOOKS OF INTEREST TO TEACHERS

THE NATURE ALMANAC. A Handbook of Nature Education. By Arthur Newton Pack and E. Laurence Palmer. Washington, D. C.: The American Nature Association. 1927. Pp. 312. \$1.00.

This book is the first of its kind published in the field of Nature Study. It brings together into one volume much necessary and valuable information for the teacher of this subject.

A very interesting section deals with Nature Education programs in the various states. Another gives a brief history, the aims and work of the leading "Associations and Clubs Interested in the Promotion of Nature Education." One deals with the training of leaders in Nature Education in teachers colleges, normal schools, summer nature schools, and Nature Education camps.

The sections of especial help to the grade teacher, however, are on the Nature Calendar, the School Nature Outline, the Bibliographies, and "How to Form a Nature Club." Here she finds an excellent outline with suggestions as to the season when each topic is best taken up and what and how much to give in each grade. Excellent material on organization and method and detailed references to *Nature Magazine* are included.

To the up-to-date teacher this volume is indeed worth much. B. W.

WORKING MANUAL OF CIVICS. By Milton Conover. Baltimore: The Johns Hopkins Press. Pp. 88. 75 cents.

The exercises in this manual are appropriate for supplementing the ordinary textbooks on civics as used in the high schools, junior colleges, and university extension courses. The aim is to lead the student beyond the covers of the books into the practical fields of actual government.

CHARTS FOR CIVICS, GEOGRAPHY, ARITHMETIC AND GENERAL SCIENCE. By Fay Campbell. Chicago: Wheeler Publishing Co. 1928. Pp. 96.

The charts contained in this large-page manual and the prepared foundations for many additional ones save time for the teacher and offer stimulating opportunities to children for doing things that are both interesting and instructive. The work outlined may be done in the 7th, 8th, or 9th grades.

A STATISTICAL STUDY OF VIRGINIA. By Wilson Gee and John J. Corson, 3rd. University, Va. 1927. Pp. 201.

This is one of the interesting and valuable volumes recently published by the Institute for Research in the Social Sciences at the University of Virginia. This number deals particularly with area and population, health, social statistics, education, agriculture, manufacturing and mining, banking and insurance, taxation, cost of government, etc.

AMERICAN HISTORY NOTE BOOK. By Leslie V. Spriggs. Chicago: Hall & McCreary Co. Book I, pp. 96; 60 cents. Book II, pp. 128; 64 cents.

Maps and outlines to be filled in and completed by the pupil enable the teacher to present American history in an organized, vivid, and practical manner; and the pupil enjoys doing things with his hands while his imagination is stimulated and his understanding is enlarged. Book I covers the period from the discovery of America by Columbus through the War of 1812; Book II begins with Monroe's administration and comes down to the very recent past, ending with some interesting projects in government and civics.

AN OUTLINE AND NOTEBOOK FOR THE STUDY OF INTRODUCTORY SOCIOLOGY. By Wyatt Marrs. Oklahoma City: Harlow Publishing Co. 1927. Book I, pp. 200; Book II, pp. 144.

Book I in this series is based on Blackmar and Gillin's *Outlines of Sociology* and Case's *Outlines of Introductory Sociology*; Book II is based on Beach's *An Introduction to Sociology and Social Problems* and Case's *Outlines of Introductory Sociology*. Regular reading assignments are suggested, questions are proposed to be answered, and space is conveniently provided for keeping extended notes in connection with each topic and division of the subject. The work laid out should be of aid to the teacher and of real assistance to the pupil, and when it is done there will be tangible and visible records for review and additional study.

ADVANCED BIOLOGY. By Cyrus A. King, Florence I. Martin, and Margaret M. McCue. New York: Globe Book Company. 1928. Pp. 212.

This is a text for secondary schools in which the material usually used in the colleges is condensed and simplified for use by high school students. The major objective seems to be preparation for the college rather than for the student whose education will stop with the high school. But little application is made to the problems of everyday life. As a preparation for college it is an excellent book. It is especially valuable for use as a reference in connection with other textbooks. G. W. C.

THE TECHNIQUE OF STUDY. By Claude C. Crawford. New York: Houghton Mifflin Co. 1928. Pp. 353. \$2.00.

In this book the author has brought together highly significant material which should be of incalculable value to that student who is confronted by the task of making adjustment to a new and trying situation—namely, the college freshman. The material is put upon a practical, workable basis in such simple, comprehensive terms that the perplexed individual can make direct application of the methods suggested. Those relative to the taking of notes, the use of the library, the laboratory, and textbooks, should be especially helpful in inducting these groping minds into college practices. The various processes are clearly defined and arranged in logical order, from the selection of courses through the different psychological phases involved, to the actual teaching of the study habits. It seems, in short, one of the most worth-while expositions of the "study process" yet put into the hands of teachers and students.

B. J. L.

PSYCHOLOGICAL FOUNDATIONS OF TEACHING. By Helen L. Tonks. New York: Globe Book Company. 1927. Pp. 212. \$1.67.

In *Psychological Foundations of Teaching* Professor Tonks has presented a simple, untechnical and practical discussion of several important principles of psychology which underlie the teaching process. Among the problems discussed are instinct, feeling, interest, attention, habit formation, and other related topics. These problems are so clearly defined and practically applied that the elementary teacher will find in it a most helpful guide to the understanding of child nature and the improvement of classroom practice.

W. B. VARNER

AN ELEMENTARY PSYCHOLOGY, REVISED. By D. E. Phillips. Boston: Ginn & Co. 1927. Pp. 420. \$1.72.

In this revised edition of elementary psychology Professor Phillips has done an excellent piece of work. The book is modern, very interesting and practical. It is designed for the beginning student and would be an excellent book for an introductory course in psychology. As we would have it, the author has given psychology an educational bent, one of the major considerations being that of character building. The author has avoided the error that many writers of beginning psychology are guilty of, that of presenting technical controversies over instinct and behaviorism. The book aims to help the beginning student interpret life as he lives it rather than to prepare him to defend a theory.

In the revised edition there are three new chapters: Human Nature Simplified; Mental Hygiene; and the History of Psychology. The problems and references at the end of each chapter are also a valuable addition to the volume.

W. B. V.

FIELD BOOK OF NATURE STUDY. By E. Laurence Palmer. Ithaca, N. Y.: The Comstock Publishing Company. 1928. 241 pp. \$3.25.

This book is divided into four parts of which

the first part contains teaching outlines in chart form for the work in nature study for the first to eighth grades inclusive with an introduction dealing with the methods and objectives of the courses. The second part contains plates and life histories of 48 mammals, 104 birds, 19 fish, 15 amphibia, and 15 reptiles. The third part contains the plates and life histories of 64 galls, 72 insects, and 32 other invertebrates. The fourth part contains plates and life histories of 176 forms of plant life. These figures do not include numerous identification drawings. For instance, there are 118 for the identification of the leaves of trees and 200 illustrations of wild flowers.

The information is given in chart form which makes an unusually ready reference and allows a vast amount of information to be concentrated between the covers. If the same information were given in the usual form it would take a five foot shelf of books to contain it. This book is just what practically every grade teacher has been wishing for and is one for which she will have constant use. It is probably the most valuable contribution made in recent years to the teaching of nature study.

G. W. C.

PRACTICE LESSONS IN ENGLISH. By Willis L. Uhl and Luzia E. Hatz. New York: The Macmillan Company. 1927. 90 lessons. 48 cents.

The test-study-test plan is here utilized in a series of lessons in elementary English for use in grades five and six and in junior high school. All the lessons are on perforated sheets, and a teacher's answer book is provided.

The lessons are divided into nine blocks of work: Sentence Sense, Grammatical Correctness, Singular and Plural Number, Sentence Structure and Simple Possessives, Capitals and Punctuation, Abbreviations and Degrees of Comparison, Correct Word Forms, Spelling and Contractions, and Themes. Each block contains ten lessons, of which the first is the pre-test, the ninth re-test, and the tenth general test.

Perhaps the most original feature of the book is the attempt in the last block to center attention on the selection of good theme titles and on theme structure and form.

PRACTICE LEAVES IN THE RUDIMENTS OF ENGLISH. By Easley S. Jones. New York: The Century Company. 1928. 76 lessons. 65 cents.

This book of exercises was prepared for use with the Century Handbook of Writing, with which it is closely keyed, but general references are given to eight other textbooks as well.

Designed for high school students—and college freshmen—the exercises are concerned with four main problems: sentence structure, grammar, spelling, and punctuation.

"Graphic analysis," offered as an absolutely new method of analyzing sentences, is used in place of diagramming, and provides a means of indicating sentence structure and grammatical relationships by wavy and straight lines, letters and symbols.

Although the pages are sometimes crowded and insufficient space is allowed for writing, these exercises will be a serviceable device in helping students win sentence mastery.

THE NEW SECOND READER. By Eva A. Smedley and Martha C. Olsen. Illustrated by Matilda Breuer. Chicago: Hall and McCreary Company. 1928. Pp. 192. 68 cents.

The authors with the completion of this book have given to the elementary school a series—primer, first, and second books—of worth-while, well-graded reading material. As a supplementary reader it has much value, for the stories are short enough to hold the interest and there is sufficient variety for everybody. The illustrations are most attractive.

M. L. S.

STRAYER-UPTON ARITHMETICS. By George Drayton Strayer and Clifford Brewster Upton. New York: American Book Co. 1928. Lower Grades, pp. 339. Middle Grades, pp. 352. Higher Grades, pp. 393.

This is a new set of arithmetics which conforms to the best of modern theory and practices in teaching arithmetic. I notice the following outstanding points: (1) The problems relate to things that are real and interesting to children, as a group of problems based on *Saving for Summer Vacation*, *Buying by Parcel Post*, etc. (2) Abundant test material on the fundamental operations is provided, as well as frequent improvement tests with directions for self-scoring by the pupils. (3) Many excellent teaching exercises are given, as carefully graded exercises which prepare the pupil for the difficulties in dividing by nine, and a clear statement of the five steps to be taken in long division. (4) The book for the higher grades makes clear in an interesting way the practices of modern banks and, in explaining how money transactions are conducted, gives information of real social value.

I believe the use of this series of books in our public schools would do much to improve the teaching of arithmetic and give satisfactory results in pupil ability to meet life situations which call for knowledge of arithmetical processes.

EMILY GOODLETT

NEWS OF THE COLLEGE AND ITS ALUMNÆ

Dr. Kilpatrick's visit to the College was one of the biggest events of the month of April. The great teacher and philosopher spoke to the faculty and student body on the evening of April 23, in Walter Reed Hall, contrasting the present era with the era of the "buggy" and showing how education develops with civilization. His attack was, of course, scientific, but his appeal was human. The calmness with which he held his hearers showed that he is a true teacher. Since his visit there has been a rush on his works in the College library.

Another important happening was the an-

nouncement that the *Breeze* had won second place among college newspapers entered in the contest sponsored by the Columbia Scholastic Press Association. For the past several years the *Breeze* has sent delegates to the convention of that organization which is held yearly in New York City. The benefits derived are beginning to make a showing.

Our college annual, the *Schoolma'am*, has gone to press with every one of her belongings. The book returns about the first of June in all her finery of print and engraving.

Florence Reese, president of Student Government, and Frances Bass, vice-president, attended the thirteenth annual conference of the Southern Inter-Collegiate Association of Student Government. This year the group met at Randolph-Macon Woman's College in Lynchburg April 19-21.

Among the prominent people who made addresses on the problems of student government were Dr. D. R. Anderson, President of Randolph-Macon Woman's College, Professor John L. Manahan, Dean of the School of Education, University of Virginia, and Miss Mary L. Sherrell, of Mt. Holyoke College, Massachusetts.

Another group of Harrisonburg representatives went to Randolph-Macon during the past month. Adelia Krieger, Evelyn Wolfe, Anne Bulloch, and Stribbie Lottier attended a Y. W. C. A. conference there. Dr. William Geiger of William and Mary College made the main talks.

New officers of the local Y. W. C. A. were installed Thursday, April 12. The Reverend J. Lewis Gibbs of Staunton talked on the responsibility of youth. Mary Boone Murphy took the oath of office as president, which was administered by the outgoing executive, Marion Wagner.

Chapel programs have been varied. Professor Milton Smith, of Teachers College, New York, and Rabbi I. Mortimer Bloom of the Hebrew Temple, New York City, have